

FUTURE LEARNING

The unit looks ahead to unit 12 'Eine deutsche Stadt', where children study a German-speaking location. Being able to ask for help and directions will enable children to be more confident on a visit abroad. The new language introduced in this unit will enable children to understand tourist leaflets and web pages and thus develop cultural awareness. At key stage 3, children will develop their range of expression by adding *Wie komme ich zum/zur ...?* to the more simple *Wo ist ...?* used in this unit.

CORE VOCABULARY AND STRUCTURES

<i>meine Stadt</i>	<i>Es gibt ...</i>
<i>mein Dorf</i>	<i>Wir haben ...</i>
	<i>Kommen Sie nach ...</i>
<i>der Bahnhof</i>	
<i>der Busbahnhof</i>	<i>Entschuldigung</i>
<i>der Dom</i>	<i>Können Sie mir bitte helfen?</i>
<i>der Park</i>	<i>Ich bin hier fremd</i>
<i>der Markt</i>	<i>Wo ist ...?</i>
<i>der Supermarkt</i>	<i>Ist es weit?</i>
<i>der Flughafen</i>	<i>Vielen Dank</i>
<i>der Fluss</i>	<i>Danke schön</i>
<i>der See</i>	<i>Bitte schön</i>
<i>das Schwimmbad</i>	<i>Du gehst ...</i>
<i>das Freibad</i>	<i>Geh(e) ...</i>
<i>das Kino</i>	<i>links</i>
<i>das Schloss</i>	<i>rechts</i>
<i>das Museum</i>	<i>geradeaus</i>
<i>das Krankenhaus</i>	<i>über die Brücke</i>
	<i>über die Ampel</i>
	<i>um die Ecke</i>
<i>die Bibliothek</i>	
<i>die Schule</i>	
<i>die Post</i>	<i>auf der linken/rechten Seite</i>
<i>die Burg</i>	
<i>die Stadtmitte</i>	



Unit 11 Wo ich wohne

ABOUT THE UNIT

In this unit children learn to understand and use the names for buildings and places in a town. They learn to understand, ask for and give simple directions. They develop their reading and dictionary skills. There are opportunities to exchange information about the local area with another school at home or abroad.

WHERE THE UNIT FITS IN

Children have already learnt something about regions and cities in German-speaking countries in unit 6 'Unsere Welt'. They will be able to develop and consolidate work from this unit in unit 12 'Eine deutsche Stadt', where they will find out about a distant location. This unit offers opportunities to speak using *Sie* with adults other than the teacher.

PRIOR LEARNING

It is helpful if children already know:

- some of the geography of central Europe, including Germany, Austria and Switzerland
- numbers up to 100
- how to use a bilingual dictionary
- the concept of gender of nouns

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about towns, cities and regions in German-speaking areas of Europe

- share information with their family about a location in a German-speaking country
- involve their family in discussion when preparing a leaflet about their own locality

NEW LANGUAGE CONTENT

- names of a range of buildings and places in a town
- addressing strangers to ask for directions
- understanding and giving simple directions
- numbers up to 200

RESOURCES

- picture cards with drawings or photographs of a range of places to be found in a locality
- picture cards with the text of new vocabulary
- maps of the local area
- toy cars or buses
- tourist guides and maps of localities in German-speaking parts of Europe
- digital camera

LINKS WITH OTHER SUBJECTS

Activities in this unit could be used to complement learning in geography, some aspects of numeracy, art and design, music, ICT, PSHE and citizenship.

EXPECTATIONS

At the end of this unit

most children will:

understand and say the names for a range of places in a locality; ask for and give directions; understand key information in tourist literature; devise and perform a short sketch in groups of two or three, using phrases and vocabulary learnt in the unit; address strangers politely when asking the way; use gender of familiar nouns correctly in most instances

some children will not have made so much progress and will:

recognise names for a limited number of places in a locality; understand directions with repetition or some support; respond using single words or short phrases; remember some of the key vocabulary and copy or label using single words or short phrases

some children will have progressed further and will:

produce extended dialogues and role-plays, using structures and phrases accurately from memory; script role-play sketches with little reference to a model; ask for additional phrases and vocabulary to extend their range of language; read original German material with understanding; use a dictionary to assist with unknown vocabulary and to seek new words; understand and apply some general rules relating to gender

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Places and buildings

- to recognise the names for a range of places and buildings
- Introduce and practise the new vocabulary. To help children to remember the gender it is helpful if the cards are colour-coded. Having the German words on the cards also helps memorisation and familiarises children with the spelling.
- Play language games to enable children to recognise and use the vocabulary, such as 'True or false', 'Noughts and crosses' using pictures, or a form of Pelmanism where children have to match a picture to a word.
- Children could complete a worksheet where the correct label has to be attached or written next to a picture depicting a building or place.
- Children could produce a brief introduction to their locality in the form of an illustrated narrative, eg *Hier ist Upton. Upton ist klein und sehr schön. Das ist der Bahnhof. Hier ist die Kirche. Die Kirche ist modern. Das ist meine Schule.* Children can hold up pictures or photographs of each place as it is mentioned. The presentations could be recorded on video.
- Children could compile a photographic display of their own locality in the form of a map with pictures and written captions, eg *Das ist der Marktplatz.* This would make an interesting school display.

- recognise words for places and buildings
- pronounce the words and phrases with accuracy
- understand the names of places and buildings when they read them in text
- copy accurately the names of buildings and places
- use the new vocabulary in a spoken or written presentation

- If authentic illustrations of a locality in a German-speaking country are used as examples, some interesting discussion could take place concerning differences in architecture, signage and visual appearance compared with Britain.
- Encourage children to use a sentence when responding, for example not just *Schule* but *Das ist die Schule.*
- Some children will ask about gender in German and it might be helpful here to discuss this with them. Certain rules could be pointed out, for example that *die* words frequently end in -e and that compound nouns take their gender from the last part, eg *der Busbahnhof.* Children should be familiar with what compound words are from their work in English (NLS year 4).
- When introducing new language, allow for different styles of learning. Some learners can remember sounds well, while others need the support of the written form.

Section 2. Understanding and giving directions

- to understand and give simple directions
- Introduce the topic using gesture to help understanding. Pretend to look for a building (eg a picture of the post office on the board or an OHP) and ask *Wo ist die Post bitte?* Check for understanding by asking *Wie heißt das auf Englisch?*
- Encourage the children to repeat as a class, a group and individually, emphasising correct intonation as well as pronunciation.
- Place several flashcards about the room depicting localities and ask the children *Wo ist das Kino? Wo ist das Schwimmbad?* Ask them to point to the correct building. A confident child could ask the questions.
- ▲ To practise this further, ask where certain children or classroom objects are, eg *Wo ist Amy? Wo ist mein Heft?*
- Introduce the concepts of *links*, *rechts* and *geradeaus* by asking the children to respond physically, pointing or facing in the appropriate direction.
- Use a simple map to give a visual dimension, illustrating basic directions, eg *Die Post? Du gehst hier links, und dann rechts und geradeaus.* Again, check for understanding.
- With a large-scale map or town plan or an OHT depicting key buildings and localities, children could follow simple directions, for example with a toy car or small figure.
- Ask the children to devise short role-plays about asking the way. Place picture cards around the room. The children work in pairs to ask and answer questions about where places are.
- The vocabulary could then be reinforced in written form with language games such as a wordsearch or *Galgenmännchen* ('Hangman').
- Directions could be given as part of school routine, eg *Rachel, nimmst du bitte das Klassenbuch? Du gehst links, dann rechts, dann kommst du zum Sekretariat. Danke!*
- ▲ Blindfold a member of the class and give careful directions in German to enable the child to get from one point in the room to another.
- ▲ Using suitable German town plans, children could ask for and give directions in a real locality.

- recognise and use phrases for asking and giving directions
- show understanding by following directions
- use the new language confidently in games and role-plays

- Wo ist ...?* can be used on many occasions in everyday language routines, eg *Wo ist dein Bleistift bitte?*
- When asking questions, children will not always get the gender of buildings right. Correct them by repeating the question.
- When demonstrating *links* and *rechts*, face the same way as the children.
- Physical actions to support learning in the hall or school playground will help reinforce the vocabulary and structures.
- Signs around the school at strategic positions with the words *links* and *rechts* can further embed the language.
- Links*, *rechts* and *geradeaus* can be incorporated into other areas of the school curriculum, such as giving instructions in PE.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

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POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Speaking to a stranger

- to ask for directions when speaking with strangers
- to understand and give approximate distances
- With a German language assistant, native speaker or a puppet, model and demonstrate phrases for asking politely for directions, *eg Entschuldigung, wo ist die Post bitte?*
- Encourage the children to use the phrases, working in pairs. One child asks for directions and the other child answers.
- Extend to include some approximate distances, *eg Das ist zweihundert Meter von hier.*
- In short role-plays emphasise the use of *Danke schön, Vielen Dank and Bitte schön.*

- greet and thank a stranger politely

- Although most German people would be more than willing to help a young person from the UK who asks politely for help, remind children of the usual advice about only approaching strangers with a friend and using common sense to judge the situation.
- Many of the phrases could be used in role-plays in other contexts, such as shopping or eating out.
- It would be worthwhile explaining once more about *du* and *Sie* in this context.
- Children will remember *schön* as 'beautiful'. Therefore *Danke schön* and *Bitte schön* will require explanation.

Section 4. Providing information about a locality in England

- to produce a leaflet in German
- Revise *Ich wohne in ...* (+ the name of a city, town or village). Further details could be added using previously learnt language, *eg Ich wohne in Birkenhead. Das ist in Nordwestengland.*
- Brainstorm with the children which places and attractions in the locality might be of interest to young people from a German-speaking country. Using the children's suggestions, compile a list of German words and phrases that the children can use with the names of places and attractions. This will include German they know already, but there may be new vocabulary for places that children want to include.
- Share and discuss some leaflets and brochures to obtain ideas for presentation and content.
- Children could then produce part of a leaflet or brochure about their community and locality. Groups of children could work on different sections.
- It will be necessary to teach *Es gibt ...*, so that children can produce sentences like *Es gibt eine Kirche, einen Bahnhof und ein Kino.*
- Children could use ICT to draft and present work. Digital photographs could be used to illustrate the work.
- ▲ The text could be enhanced by use of language from previous units, *eg Ich wohne in Upton. Upton ist klein und interessant. Upton liegt in Nordwestengland. Wir haben eine Kirche. Die Kirche ist sehr alt und schön. Es gibt einen Park, ein Kino und eine Bibliothek.*

- use language creatively to describe their own area
- read texts prepared by others for understanding of the gist and detail
- create a leaflet with illustrations and text, using appropriate layout and graphics

- Producing a leaflet for visitors can be very motivating for children, especially if it is for a real audience. It also allows some room for individual language research and initiative.
- Children are likely to be familiar with typical layout and presentation of leaflets and their range of purposes from work in English on non-literary texts.
- Children should not take on too much but should collaborate or have specific tasks delegated according to interest.
- Children will progress from using the nominative case, *eg Wo ist der Marktplatz?* to using the accusative case, *eg Wir haben einen Marktplatz.* They will also need to use the accusative with *Es gibt*, *eg Es gibt einen Park.*
- Parents and governors could be invited to a special exhibition of the guides to their local community. This could feature as part of an open day or open evening and would give the children an opportunity to have their work seen by people beyond the immediate school community.
- The leaflets could be sent to a partner school in a German-speaking country.
- If the partner school sent a similar portfolio, this would be very rewarding for the children and would enable them to encounter some authentic language in a relevant context.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 5. Understanding information about a locality in a German-speaking country

- to read longer passages in German with understanding
- Distribute pamphlets and brochures from German-speaking sources, such as material downloaded from the internet or information from tourist offices. Give individuals or groups of children the task of using this material to show they have understood the key words and phrases, responding in German or in English.
- ▲ Children could write a short letter in German to a tourist office requesting information about a town or locality of their choice. Provide a model letter. This could be sent as an e-mail.

- understand the gist and detail when reading authentic German texts
- use a dictionary or glossary to find the meaning of new words, and add these to their list

- Choice of text is important, in order to maintain interest and motivation.
- Some texts could be simplified versions of originals, glued onto the pamphlets so as to retain a sense of authenticity.
- If texts have visual clues to meaning, such as pictures or photographs, these can help children with their understanding.
- Such activities reinforce reading skills and motivate children to develop curiosity about reading for meaning in German.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Children could present a concert or assembly in words and music which demonstrates their learning in this unit. This could include poems, stories, songs and role-plays.
- The display produced in section 1 could be enhanced. Children could create a colourful display of buildings and places in their locality with pictures, sample dialogues and photos with language captions. This can be a very stimulating resource, helping to generate interest in the wider school community.
- ▲ Children could script short sketches in which they demonstrate their learning. These sketches would relate to asking for and giving directions. These presentations could be recorded either on audio or videotape, and sent to a partner school in a German-speaking country. For example:
Child A: Entschuldigung, ich bin hier fremd. Können Sie mir bitte helfen?
Child B: Ja, gern.
Child A: Wo ist die Post bitte?
Child B: Die Post ... Du gehst hier geradeaus, und dann rechts. Die Post ist auf der linken Seite.
Child A: Danke schön.
Child B: Bitte schön.
- Children could be given the task of making a model of an imaginary German town. Different groups could make different buildings. The town could include all the usual places and be laid out. Children could then use this model as a practical resource for asking the way to specific places and could move model cars or figures physically around the town.

- select work from this unit to present to an audience
- speak with correct pronunciation

- Presentations and assemblies can be very motivating for children and help them speak with clarity and with greater expression.
- Sensitivity and intervention may be required to ensure that all children feel that their contribution, whether spoken or dramatic, is valued and appreciated.